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Study to Develope a Training Syllabus for the Universitary Basketball Teams

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Abstract

To get the value in university basketball, it is important to verify that training concepts must consider choosing the most effective means of training by simultaneously addressing all components of training, focusing on capacity development opportunities and athletes. Research undertaken in the study has as main objective to improve the university's women basketball teams. The need to develop a curricula to instruct the girls universitary basketball teams which represent universities is determined by achieving development and unification of content and training methodology, trends and guidelines that currently occurs in the young basketball players game and training.

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1. Introduction

Training programs are official curriculum documents that give synthetic educational offer a certain school subjects for a course determined (Colibaba, 2007). Training program for university women's basketball team representative will include performance objectives, targets organized training, training components and structured means to achieve these goals (Berceanu Moanta, 2007). Design of these programs is necessary in order to achieve a higher level of training, increasing the default female University Championship.

2. Problem statement

In order to improve activity, self-assessment is required as necessary to assess the level of achievement of objectives, not only at the end of the activity, but also rhythmic and current operational nature, constituting a continuous variable or field training area (Dragnea and Teodorescu-Mate, 2002).

Another important aspect of training at the university representative teams is the planning of the sports training. It is thorough and precise work to develop training and performance objectives and the means, methods and forms of organization for appropriate goals (Teodorescu-Mate, 2006).

3. Purpose of study

Research undertaken in the pilot study is mainly focused on finalizing the final experiment of the thesis, which is aimed at improving training university women's basketball teams and finding the most appropriate ways and means to increase the performance capability of teams, but also for the athletes in competition. The paper tries

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to bring new theoretical, practical and methodical terms of programming and planning sports training for girls basketball teams representing universities and to build the game model and the model of their training.

4. Methods

Pilot experiment was conducted on 2 groups of 5 athlets each. The first group, the experimental (E), consists of students, aged 19-22 years, who played basketball at the junior level at various clubs in Bucharest and province, they form the basketball team of the Academy of Economic Studies. Control group (C) which contains 5 athlets from the representative team of the University Politehnica of Bucharest has almost the same characteristics by age and level of education.

The study was conducted in two test times: T1 on 18-19 October 2010, and T2 on 29-30 November 2010. The program has been applied during 6 weeks and the number of training for the experimental group was 18 workouts (3 workouts / week). During this period the control group conducted a regular training schedule with 2 workouts a week.

a) Control samples applied

Anthropometric measurements and control samples used throughout the doctoral study were: *anthropometric measurements* (height, weight, adipose tissue, skeletal muscle, body mass index, thoracic perimeter, diameter biacromial, bitrohanterian diameter, hand length, foot length), *evidence of general motility* (speed running on 30 meters, the standing long jump, push-ups, lifting the trunk of lying dorsal, trunk extensions, Cooper test), *specific motility samples* (small marathon, small marathon with dribble, pass the wall 30 sec.), *precision samples* (shoots under the basket 1 minute, 10 throws per post, jump throwing under the basket 30 sec., 12 free throws).

Table 1. The training framework applied to group E during the 6 weeks

	Nr.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Min.	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
Physical prep.	Resistance developing	5	5	5	7	7	7	10	10	10	12	12	12	12	12	12	12	12	12
	Strength developing		5		8		8		8				5		5		5		
	Skills developing	7	7	7	7	10	10	10	7	7	7	7	7	7	7	7	7	7	8
	Detente								5		5		5		5		5		
	Speed	5		5		6		6		6		6		6		6		6	
technical	Attack	30	30	30	35	35	35	35	35	35	30	30	30	30	30	30	25	25	25
	Defense	15	15	15	15	15	13	13	10	13	13	15	12	15	11	10	11	15	15
tactical	Individual	13	13	13	8	7	7	7	5	10	8	10	8	10		5	5	5	10
	Collective	25	25	25	20	20	20	20	20	20	20	20	20	25	25	25	25	25	25
Games		20	20	20	20	20	20	20	20	20	25	20	20	25	25	25	25	25	25

5. Findings and results

After statistical processing of data as a result of the training program specified were significant increases in precision tests. Tables 2 and 3 present the results of lots E and C on precision samples: shoots under the basket one minute, 12 free throws, jumps throws under the basket in 30 seconds, 10 throws per post.

Table 2. Statistical indicators for specific evidence precision Lot E

Specific indicators for precision	**Statistical indicators for specific evidence precision Lot E**													
	Subjects number	**Results %**		**X**		**ΔX**	**standard deviation**		**coefficient of variation**		**Cohen effect**	**t cririca l**	**t calculated**	**p**
	5	T1	T2	T1	T2		T1	T2	T1	**T2**				
shoots under the basket	5	90 85 78 87 86	96 88 83 94 91	85,2	90,4	5,2	4,4	5,1	5,2	5,7	3,5	2,78	7,84	p=0,012 p<0,05
12 free throws	5	91,6 91,6 83,3 91,6 83,3	100 91,6 91,6 100 91,6	88,3	95,0	6,6	4,5	4,5	5,2	4,8	1,7	2,78	4,00	p=0,016 p<0,05
jumps throws under the basket in 30 seconds	5	80 81 60 70 70	90 87 70 85 90	72,2	84,4	12,2	8,6	8,3	11,9	9,9	2,2	2,78	5,05	p=0,007 p<0,05
10 throws per post.	5	60 60 50 60 50	80 80 70 80 70	66,0	75,9	9,9	5,5	5,4	8,3	7,1	44,2	2,78	99,00	p=0,0004 p<0,05

Table 3. Statistical indicators for specific evidence precision Lot C

Specific indicators for precision	Statistical indicators for specific evidence precision Lot E													
	Subjects number	Results %		X		ΔX	standard deviation		coefficient of variation		Cohen effect	t cririca l	t calculated	p
	5	T1	T2	T1	T2		T1	T2	T1	**T2**				
shoots under the basket	5	72 89 89 70 91	78 86 82 75 88	82,2	81,8	-0,4	10,2	5,4	12,5	6,6	0,07	2,78	0,16	p=0,88 p>0,05
12 free throws	5	66,6 75 83,3 75 83,3	66,6 75 91,6 83,3 91,6	76,6	81,6	5,0	6,97	10,8	9,1	13,3	1,10	2,78	2,45	p=0,0704 p>0,05
jumps throws under the basket in 30 seconds	5	60 80 75 58 65	63 85 80 60 66	67,6	70,8	3,2	9,56	11,0	14,1	15,6	1.79	2,78	4,00	p=0,016 p<0,05
10 throws per post.	5	40 70 68 50 70	50 70 69 50 70	59,6	61,8	2,2	13,8	10,7	23,2	17,4	0,50	2,78	1,12	p=0.32 p>0,05

Table 4. Statistical indicators for specific evidence precision for lots E - C at T2

Specific indicators for precision	Statistical indicators for specific evidence precision Lot E													
	Subjects number	Results %		X		ΔX	standard deviation		coefficient of variation		Cohen effect	t cririal	t calculated	p
	5	T2E	T2C	T2E	T2C		T2E	T2C	T2E	T2C				
shoots under the basket	5	96 88 83 94 91	78 86 82 75 88	90,4	81,8	8,6	5,13	5.4	5,7	6,6	1,63	2,45	2,30	p=0,1013 p>0,05
12 free throws	5	100 91,6 91,6 100 91,6	66,6 75 91,6 83,3 91,6	95,0	81,6	13,3	4,57	10,86	4,8	13,3	1,60	2,57	2,53	p=0,099 p>0,05
jumps throws under the basket in 30 seconds	5	90 87 70 85 90	63 85 80 60 66	84,4	70,8	13,6	8,32	11,03	9,9	15,6	1,39	2,36	2,20	p=0,1418 p>0,05
10 throws per post.	5	80 80 70 80 70	50 70 69 50 70	75,9	61,8	14,1	5,39	10,78	7,1	17,4	1,65	2,57	2,62	p=0,0304 p<0,05

6. Conclusion and recomandation

1. Currently the university championship women is low compared to the national championship. In university basketball players were observed that tackles a game model that emphasizes individual technical and tactical training often poor, coupled with a low level of physical preparation. In this context we considered training systems require reconsideration in female university basketball field training methodology, so it is necessary to develop training programs for girls basketball teams university representative.
2. During the experiment, the experimental group athletes components of progress in terms of accuracy in shooting. These advances are higher than those of the control group. However, comparing the results obtained from testing the final two groups (Table 4), 3 of the samples, namely: under the basket throws 1 minute, 12 free throws and jumping throws under the basket in 30 seconds, progress is not statistically significant. This can be explained by the relatively short time of 6 weeks that the experiment was conducted, and the low number of subjects in lots E and C.
3. Following implementation of the proposed program, the development of evidence precision arithmetic in final testing by the 2 groups of players, validates the effectiveness of selected operational structures at this level. In conclusion, the results of the pilot experiment support further research to complete complex study of the thesis.

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